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5th World Conference on Educational Sciences - WCES 2013**Neo pragmatism and the stages of education****M.R.yousefzadeh^{a*}**^a Assistant professor of Bu Ali Sina university.Hamedan.Iran**Abstract**

The main purpose of this article is to study the instruction stages from neo pragmatism educatorse persepective.the descriptive-analytical method used as resarch method. Historically philosophy of education has been faced with five vital and important words such as mind, democracy, oppressed, socialization and narrative. The words mind, democracy and oppressed are renown with Herbart, Dewey and frère and socialization is related to Marxism. The narrative is used by neo pragmatism in determining of educational theory. Some believe that neo pragmatism may be the most significant development in American philosophy and kind of renascence in pragmatism .Findings show that according to neo pragmatism educators Idea education before all start with narrative which shold related to student life problems so that student to be capable to make new narrative and in next stage to judge and critice their , group and national .In sum neo pragmatism educators present five stage for instruction and believe basically education is a contextual ,political,social and cultural practice and the progect centered curriculum proposed as the best curriculum approach to help student for rech to the last stage of instruction.

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Keywords: Neo-pragmatism, instruction stages , curriculum approach**1. Introduction**

Neopragmatism, sometimes called linguistic pragmatism is a recent philosophical term that reintroduces many concepts from pragmatism. The Blackwell dictionary of Western philosophy defines Neo-pragmatism as A postmodern version of pragmatism developed by the American philosopher Richard Rorty and drawing inspiration from authors such as John Dewey, Martin Heidegger, Wilfrid Sellars, Quine, and Jacques Derrida. It repudiates the notion of universal truth, epistemological foundationalism, representationalism, and the notion of epistemic objectivity. (Bunnin & Yu, 2004).In recent years a third interpretation of Dewey' s (1916) work, seeing it as *neo-pragmatism*, has evolved. The insights from this new understanding of his thought has not yet developed any distinct consequences for schooling,although there are numerous educational analyses inspired by it. the main characteristic of neo-pragmatism is its concern for a democratic form of life, that is the development of communicative and deliberative capabilities for democracy. The idea of deliberative democracy as an educational process, where individuals bring different perspectives (englund,2000)Davidson,Brandon , Pathnam and Bernstein

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are the cotemporary neo-pragmatists which have naturalistic disposition and emphasis on relation between mind and practice .(Margolis, 2001)

The two central figures in the pragmatic renaissance are Rorty and Bernstein. Rorty (1967) has accentuated 'the linguistic turn' as a central background ; he has analyzed how the language of Dewey aims at a sense of community and has stressed the potential of this point of view, pointing out the relationship between knowledge and *solidarity*. He has compared this emphasis to the language of Foucault, who, in Rorty's (1982) account, has tried to show how social science has worked as an instrument for the disciplining institutions, and emphasized the relationship between knowledge and *power*. And in *Contingency , Irony and Solidarity* and in later works Rorty has created a hypothetical Dewey by driving his postmodern pragmatism further, making a strong distinction between the private and the public and dissociating him from all forms of universalism (Westbrook ,1998).) While traditional pragmatism focuses on experience, Rorty centers on language. Language is contingent on use, and meaning is produced by using words in familiar manners.(Macarthur,2009)

Bernstein (1987) who has taken his starting-point in Dewey's writings and interpreted him as a spokesperson for a society with critical, inquiring citizens testing different solutions in an open and respectful spirit. From the two reference points of 'critical citizens' and 'social action' , Bernstein has constructed his neopragmatic alternative, strongly influenced by Dewey. In sum Neo-pragmatism laid emphasis on many significant principles including unity of knowledge, importance of language, anti fundamentalism, relativism, rejection of fundamental epistemology, core stone theory and anti authoritarianism (Bagheri, 2005)

2. The stages of education

Historically philosophy of education has been faced with five vital and important words such as mind, democracy, oppressed, socialization and narrative. Ghirdli (2002) as one of neo pragmatism proponents proposed five stages for teaching and learning process . He believes the first stages of education begins with narrative which come from cultural situation surrounding us and lead to problematic awareness and curiosity thus narrative may found in stories, medical description, mass media, internet cinema and so on. In sum narrative haven't absolute nature .In second stage student and teacher collaboratively choose the important and significant contextual narrative and story related to teaching goal , school ideals and actual student life problems. The narrative may take advantage of a range of explicit and implicit nature. In third stage of instruction the teachers argues with students about the relation between different narrative and help them to make personal narrative using psychological and sociological teachings also in this stage teacher remind student to make relation narrative with their actual life issues , family and national stories. In forth stage of education the student should present their narrative to others specially the teacher and in turn the teacher should listen carefully to narratives and to be openness and have open mind .This stage is very important and vital stage because the teacher should be sensitive and when needed say her or his perspectives and positive criticism about student narrative. In fifth and the last stage of education all student encourage for group interpretation and judgement of each other narrative with rely on different criteria notably their relation with life problems in order to create proper situation for good life.

3. The Curriculum approach

According to neopragmatism teachings it appears that the best curriculum approaches for reaching educational aims , school ideals and finally to meet student personal and group needs to be project centered curriculum because In this approach emphasis laid on self motivation, self initiation , self determination , self realization and self and other expression and evaluation. (Yousefzadeh & et al ,2009)

4. Conclusion

According to above arguments Education from neopragmatism view is a political , cultural and contextual activity .The process of education included five stage such as seeking narrative from different sources, choosing narrative with help of teachers and each other, making personal narrative, present personal narrative to each other and making interpretation and judgement in order students to have a good life also the project centered curriculum suggested as the best approach for education.

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